

## **Rationale for Training Portfolio**

**Title: Sox The Cat**

**Grade: 4**

**Year released: 2007**

**Reflective Piece Title: Dear Reviewer**

### **\_\_\_2\_\_\_ Content (2,2,2)**

The writing attempts to establish and maintain a narrowed focused purpose; some lapses in focus. The writing attempts to reflect on growth, but has lapses when comparing the writing to the life cycle of a frog. More emphasis is placed on how writing is like a frog and not how the writer has grown in writing and the impact. Without the focused purpose, the writing does not fully address the audience's needs, even though there is communication with the audience. The writing demonstrates some idea development with details and support; however, support is sometimes irrelevant to the purpose. Examples are "your tadpole with legs is becoming a frog with a tail, at last my portfolio is an adult frog, and if the teacher likes your portfolio." Characteristics of genre are evidenced in the letter format and the writer's attempt to reference his growth as a writer.

### **\_\_\_3\_\_\_ Structure (3,3,3)**

The writing demonstrates logical, coherent organization. Evidence of this is identified throughout. Transitions are logically placed to move the reader through the writing. The writing demonstrates control of sentence structure by using a variety of compound and complex sentences.

### **\_\_\_3\_\_\_ Conventions (3,3,3)**

The writing demonstrates control of grammar and usage relative to length and complexity. The writing also demonstrates acceptable word choice (illustrate, model, overwhelmed) that is appropriate for audience and purpose. A minor correctness issue is the misuse of commas and semicolons, but does not affect the overall subdomain score.

### **Instructional Implications:**

The writing is being compared to the life cycle of a frog, but fails to support this claim. When using analogies, a student must be aware of how to use them completely. The writer should also analyze, describe, and explain personal writing progress in order to fulfill the purpose of the reflective entry. Making the connections between writing development and literacy experiences will add support to the purpose.

**Personal OR Literary Piece Title: Sox The Cat**

**\_\_\_3\_\_\_ Content (3,3,3)**

The writing establishes and maintains an authentic focused purpose throughout by focusing on the significance of the cat/owner relationship and the love the writer has for Sox. An awareness of audience's needs is evident by the depth of idea development. This is supported with sufficient details when giving experiences to illustrate the relationship between Sox and the writer. The writing follows the characteristics of the genre by focusing on the significance of the relationship and memories of the pet, as well as an analysis of the relationship.

**\_\_\_3\_\_\_ Structure (3,3,3)**

The writing demonstrates logical, coherent organization throughout, even though the last paragraph refers to gaining more trust and does not make the connection to the purpose. The use of effective transitional elements is evident ("Thinking of another reason why I loved Sox..., Before I knew it..."). The transitional elements help guide the reader through the memoir. A variety of sentence structures is evident through the use of simple, compound, complex, and compound-complex sentences.

**\_\_\_3\_\_\_ Conventions (3.4.3)**

The writing demonstrates control of grammar and usage relative to length and complexity. Accurate, rich word choice impacts the reader throughout (vicious, mercy, underestimate). The use of onomatopoeia is appropriate, as well as the play on words ("tear your leg off"). The writing demonstrates control of correctness relative to length and complexity.

**Instructional Implications:**

More instruction on maintaining authentic focused purpose is needed. A few lapses occurred in the beginning and ending paragraphs.

**Transactive Piece Title: Dear Mrs. T.**

**\_\_3\_\_ Content (3.3.3)**

The writing establishes and maintains an authentic focused purpose throughout: a persuasive letter to the principal wanting more physical education time for all students in order for them to more healthy. The writing addresses the needs of the audience by identifying things that only that principal could relate to regarding physical education classes in the school. The writing demonstrates depth of idea development with specific details and support by explaining why more physical education is needed along with researched details. The characteristics of the genre are applied. The writing included develops reasons supporting the purpose as well as an image of the future for the students if given the request.

**\_\_3\_\_ Structure (3,3,3)**

Using paragraphing and the letter format logically, coherently organize the writing correctly. The writing demonstrates logical, effective transitional elements throughout (paragraphing, transitional phrases). There is control and variety in sentence structure.

**\_\_3\_\_ Conventions (3,4,3)**

The writing demonstrates control of grammar and usage relative to length and complexity. The writer knows and applies grammar rules. There is evidence of accurate, rich, and precise word choice that is appropriate for the audience and purpose (state, content, endurance, extended). The writing demonstrates control of correctness relative to length and complexity.

**Instructional Implications:**

Documentation of researched materials should be a part of instruction.